

5/10/11

CALS Curriculum Committee meeting minutes

Present: Stier, Pfatteicher, Sandberg, Fadl, Hayslett, Paustian, Jackson, Bohnhoff, Bednarek, Mitchell, Lasewski

Meeting called to order-12:00 p.m.

Capstone Review

- Already reviewed LA 551 (capstone for professional program)

Stier-Agronomy 500

- Meets twice a week
- Students must write an in-depth paper and present at seminar
- CALS capstone characteristics
 - Problem solving skills: most likely meets
 - Multidisciplinary: likely meets goal; broad array of topics in agronomy
 - Teamwork: partially met goal; written and oral presentations done individually; in-class discussion; students were encouraged to interview faculty
 - Information resources: met; 20 page paper and 20 minute oral presentation
 - Issues: met all issues listed except ethics
 - Communicate via written, oral, and/or multimedia reports: met
- Course met majority of goals for an effective experience
- 2 recommendations:
 - More teamwork
 - Provide a more concrete set of guidelines
- Still waiting on the LA Bachelor of Science capstone; we will address at next meeting or in the fall
- Still working on a final table of capstone and letters to departments
- Most of the capstones did a good job meeting criteria; a couple questionable courses; a few related to the biology major that do not seem appropriate for the capstone

Note about students wanting to change to the new degree program

- Switching to the new degree program would save them time:124 to 120 credits
- UP&S would like names of students who want to transfer by **June 20**
- Usually, the students would have to be registered 2 times (by UP&S and by the Registrar), but if the Registrar gets names by June 20, the Registrar will register them (and this will save UP&S time)
- For most programs, Sarah has created a spreadsheet for each department for students who want to transfer
- What does a student have to do to transfer?
 - Contact undergraduate coordinator in the department or whoever is maintaining the spreadsheet

- The student does not need to fill out a form
- One spreadsheet per department needed in order to have students switch
- If students are double majoring/want to double major, they need to switch both majors to the new degree or keep both in the old program
- Paustian: Would departments be able to tell students that they will switch the students unless they opt out?
- Bohnhoff: BSE is doing the same thing and switching all students over; there is no scenario in which they would benefit from staying in the old program
- For all programs except professional degrees, there would be a title difference on the student's diploma
- Once a student is switched, they cannot switch back
- Stier: would be very hesitant to automatically switch people, because it only takes one student being unhappy to complain
- Pfatteicher: The department could make a strong recommendation for the switch; this may be better than automatically switching them over
- Students are no longer to do a What-If DARS for the old program; passed deadline
- There are currently three options for running a What-If DARS; if your department has not done so already, let Sarah know when your department's DARS is ready for release
- DARS reports that still need to be completed: 2 professional Landscape Architecture (pre-LA and BSLA), Environmental Science, Dietetics, and Plant Pathology

Other items of business

- Paustian: During capstone review, for departments that did not have the manpower to teach a capstone (e.g. AAE), we should come up with a solution for these departments
 - E.g. CALS-wide capstone that we have talked about earlier this year
 - Possible 1 credit class that goes along with another class, like 699
 - Who is going to mentor a class like this?
 - If it were an Inter-Ag number, someone in the UP&S office could be responsible for finding the slate of mentors, guest speakers, etc.
 - Microbiology capstone has a similar situation to this course structure: meets once a week; not a large amount of work (except grading)
 - However, by setting up this course, we would be rewarding departments that have not put resources into their capstone
 - This would be good for the students, though, and this capstone alternative may not be quite as good as department-level capstones (thus encouraging all departments to create and maintain their own options)
 - What if we get students that choose CALS capstone over department capstone?
 - Solution may be for departments to not accept CALS capstone

- When a gap happens, if it takes the department 2-3 semesters to come up with another option, this could be a stop-gap solution
- Would we want to have 2 different courses? (One for conjunction with 399 or 699, and one that would not)
 - Would it be possible to have a course in which a student doesn't have to take a 399 or 699 in conjunction with it?
- Solution: for departments that do not currently have people to teach a capstone, enrollment could disallow students from that department to enroll in the college capstone course unless a faculty member from the department serves as a mentor
- How many departments are in this situation? (that truly does not have a capstone)
- It seems like AAE is the only problem, because they are the only department that essentially does not have a capstone
 - However, many departments are one person deep, and one retirement may put them in a situation like AAE
 - Also, many departments rely on and/or accept 699s for capstone
- Would this be something we want to think about over the summer and put on the agenda for the fall? (yes)
- If you have 100 students in a capstone, would this really be an effective capstone?
 - However, it is still better than what we are doing now
- Bohnhoff: BSE/BME: splits a larger capstone into small groups, each of which is led by faculty and/or outside advisors, e.g. alumni, retirees
- Emeritus professors are currently trying to put together a history course; this could be a similar situation
 - If we could provide a structure, these types of people could come in and run and/or organize the capstone
- Final meeting in 2 weeks: May 24th
- Bohnhoff: Short course review (to be done at the next meeting)
 - Batch of short course items that we are currently waiting for
 - Ted Halbach: batch of courses that they want to list in a specific department (e.g. Short Course-Dairy Science, instead of Short Course-FISC); what really needs to happen is a course deletion and course approval
 - A visioning committee for FISC put together report at the end of 2010; Ted is trying to address what was recommended in the report
- Plan on still meeting on the 24th, and we will see what's out there in terms of short course proposals we have to approve
- Paustian: Motion to adjourn
- Mitchell: Second

Meeting adjourned-12:45 p.m.